



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 5—Arts and Humanities

The **academic expectations** addressed by the open-response item “Goldilocks and the Three Bears” are

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others’ artistic products and performances using accepted standards.

The **core content** assessed by this item includes

Theater: Skills and Knowledge

Elements of Production

Visual (scenery, costumes, props)

Elements of Performance

Character

Goldilocks and the Three Bears

Your class is going to put on a play based on the story, *Goldilocks and the Three Bears*. You are in charge of creating the moment in the play when Goldilocks is discovered by the three bears.

Describe the CHARACTERS, their COSTUMES, and the SCENERY or PROPS that you might use for this moment in the play.



SCORING GUIDE

Grade 5 Arts and Humanities

Score	Description
4	Student clearly describes each character (i.e., each of the three bears and Goldilocks), the costume of each character, and the scenery or props that could be used for the moment in the play when Goldilocks is discovered. Response is appropriate and includes relevant details.
3	Student generally describes the 3 elements (i.e., characters, costumes, scenery/props). Response is appropriate, but includes few details. OR Student clearly and appropriately describes 2 of the 3 elements (i.e., characters, costumes, scenery/props) and includes relevant details.
2	Student provides a limited description of 2 or 3 elements (i.e., characters, costumes, scenery/props.)
1	Student minimally describes 1 of the elements (i.e., characters costumes, scenery/props) or retells the story with no description of costumes, scenery o props.
0	Response is totally incorrect or irrelevant.
Blank	No response.



ANNOTATED STUDENT RESPONSE

Grade 5 Arts and Humanities

Sample 4-Point Response of Student Work

Student Response

My class is going to put on the play Goldilocks and the Three Bears. I am in charge of when Goldilocks is discovered by the three bears.

Characters - for Goldilocks, it will be someone sweet, and pretty with blond hair. Mother Bear will be someone nice and with brown hair. Father bear will be tall, kind of grumpy with brown hair. And Baby Bear will be short with nice brown hair.

Costumes - Mother Bear - Brown sweat suit with a apron over it and brown ears. Father Bear - Brown suit with ears. Baby bear - Brown suit with ears and a fanny diaper. Goldilocks - a blue dress and blue shoes.

Scenery, props - Three tables, one big, medium, and small. Cover each one with a cloth for a bed. Then make a dresser out of cardboard and add details. Make a window out of paper and draw details of outside.

With this plan the play will be a success!

Student clearly describes each of the characters (i.e., the three bears and Goldilocks).

Student clearly describes the costume for each character, providing appropriate details.

Student clearly describes both scenery and props that could be used in the play, providing appropriate details.

Overall, student shows a clear understanding of elements of play production and performance such as character, costume, scenery, and props. Student clearly describes the characters, costumes, and some scenery and props for the story, "Goldilocks and the Three Bears." Student's descriptions are appropriate and logical.



ANNOTATED STUDENT RESPONSE

Grade 5 Arts and Humanities

Sample 3-Point Response of Student Work

Student Response

The characters would be Goldilocks and the three bears, The Pa-Pa Bear would have a big loud awful booming voice that would easily scare Goldilocks away. Pa-Pa bear would also look Tall and Fierce.

Ma-Ma bear would be to the shoulders of Pa-Pa bear and have a very worried voice that might make Goldilocks surprized and mama would have a confused look on her face. The Baby bear would be balling and complaining to mama about his bed, chair and bowl of porage and he would be up to the thigh of mama bear and his voice must make Goldilocks look a little sad and sorry for the poor little baby bear.

The props would probably be the stairs leading up to the upstairs and the bedroom right in front with three beds in it one big one a little smaller and one that is very little. The little one should have Goldilocks in it. There should be a couple windows in the room and the background should be forestry. There should be raccons or squirrls hopping about in the trees minding there own business but they should be cardboard fake squirrls.

Student clearly and appropriately describes the characters of “Ma-Ma Bear” and “Baby Bear” and provides some description of Goldilocks. Student provides relevant details (e.g., the size of each of each of the bears). Student does not describe the characters’ costumes.

Student clearly and appropriately describes the character of “Pa-Pa Bear” providing relevant detail (i.e., he would have a “big loud awful booming voice”). Student does not describe the character’s costume.

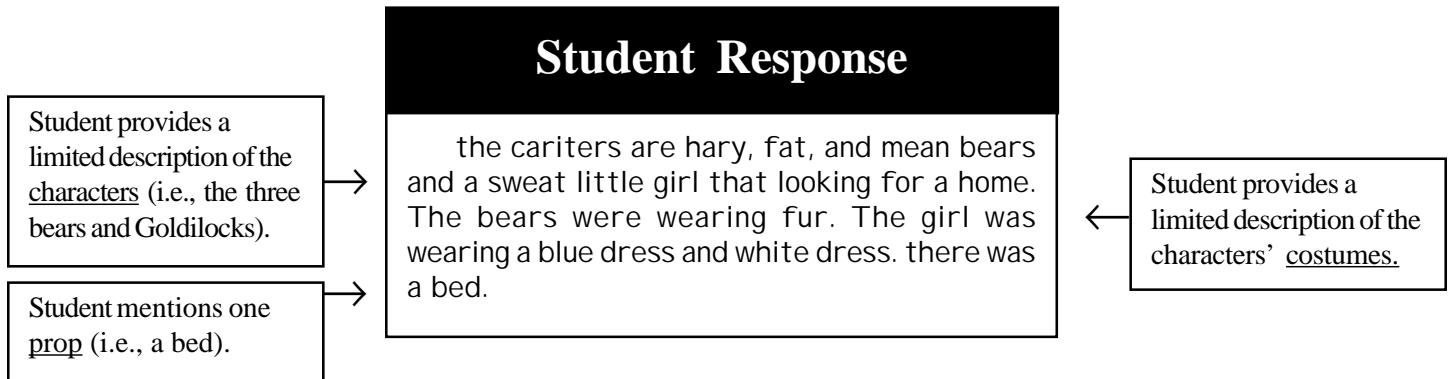
Student clearly and appropriately describes scenery and props that could be used in the play. Student provides relevant details (e.g., the size of each of the three beds).



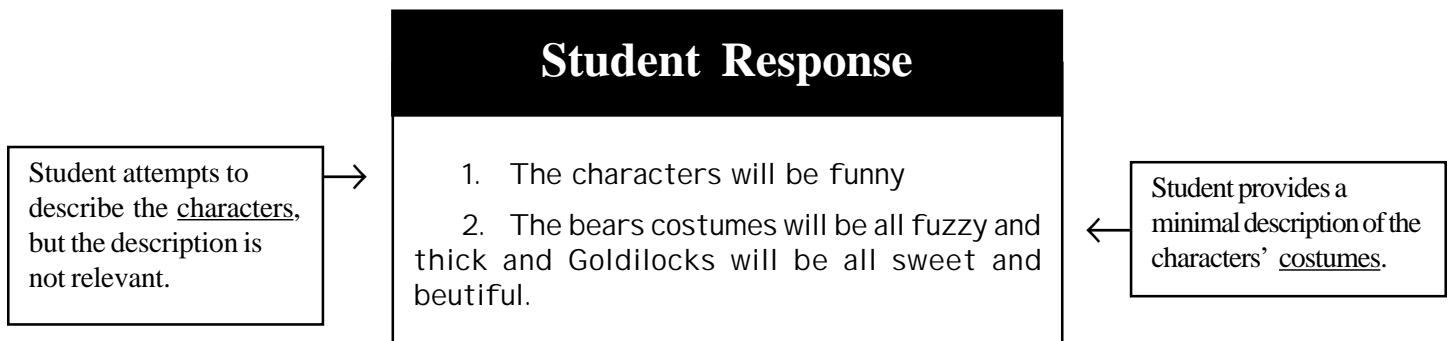
INSTRUCTIONAL STRATEGIES

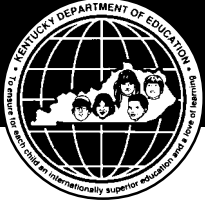
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Sample 2-Point Response of Student Work



Sample 1-Point Response of Student Work





INSTRUCTIONAL STRATEGIES

Grade 5 Arts and Humanities

The open-response item “Goldilocks and the Three Bears” assesses students’ knowledge of (1) elements of production (i.e., costumes, scenery, props), and (2) character as an element of performance. The instructional strategies below present ideas for helping students explore and master these concepts.

Discuss with students the meaning of the following elements of production:

- Costume—clothing worn by an actor during a performance
- Scenery—the background forms (e.g., walls, trees, windows, skylines) that provide the setting for the play
- Prop—a moveable object that is used in a play

Explain to students that these three elements are visual elements of production and that there are also elements of production that are non-visual (e.g., sound, music). Also, explain to students that there are different kinds of props, such as hand props which can be carried onstage by the actors (e.g., canes, fans, letters, glasses) and set props which are large objects that are part of the set (e.g., chairs, tables, rugs).

Discuss with students how costumes can represent time and place, as well as aspects of a character’s personality or life (e.g., income level, temperament, state of mind). Provide examples of a variety of costumes (e.g., through pictures or photographs) and ask students to discuss what each costume tells about the person (character) who is wearing it.

Provide an opportunity for students to view a stage production either live on stage or on a video. After the production, discuss as a class the costumes, scenery, and props for the production. Discuss why the costumes, scenery, and props were appropriate for that particular production.

Have a Costume Day where the students dress as a character from a play or a story they have read in class. Ask students to include as part of their costume a prop that their character uses in the play or story. If possible, give students the opportunity to make all or parts of their costume and /or prop during class. Ask each student to give a short presentation about his or her character to the rest of the class or to another class.

Have students work individually, in pairs, and/or in small groups to do any or all of the following activities:

- Create a list of possible props for a story or play that was read in class or at home. Be sure to include some hand props that the story’s or play’s character might use.
- Describe or draw the costume of each character in a story or play. Explain in writing what the costume tells about the character or ask other students to tell what they think the costume tells about the character.
- Choose a character from history and draw the costume for the character. Make sure the costume gives information about the period of history in which the character lived and about the type of person the character was. Present the costume to other students or the whole class and ask the students to tell what they think the costume tells about the character and the period of time in which he or she lived.



INSTRUCTIONAL STRATEGIES

Grade 5 Arts and Humanities

- Create shoe-box dioramas to show the scenery of one scene in a play or story.
- Describe scenery that would be appropriate for a variety of contexts (e.g., different seasons; exterior versus interior; city versus country).
- Read a story and describe the characters, their costumes, the scenery, and the props for one scene of the story.